DOCUMENT RESUME

ED 475 807 SO 033 569

AUTHOR	Dimitriadis, Greg; McCarthy, Cameron
TITLE	Reading and Teaching the Postcolonial: From Baldwin to Basquiat and Beyond.
ISBN	ISBN-0-8077-4151-5
PUB DATE	2001-00-00
NOTE	144p.; Foreword by Maxine Greene.
AVAILABLE FROM	Teachers College Press, 1234 Amsterdam Avenue, New York, NY 10027 (hardbound: ISBN-0-8077-4152-3, $52; paperbound: ISBN-0-8077-4151-5, $23.95). Tel: 212-678-3929; Fax: 212-678-4149; Web site: http://www.teacherscollegepress.com/info_desk.html#8.
PUB TYPE	Opinion Papers (120) -- Reports - Evaluative (142)
EDRS PRICE	Document Not Available From EDRS.
DESCRIPTORS	*Aesthetics; *Art; Colonialism; *Cultural Context; Global Approach; *Interdisciplinary Approach; *Literature
IDENTIFIERS	*Postcolonialism; *Theoretical Orientation; Transdisciplinary Approach; Youth Culture

ABSTRACT

This book seeks to bring to the field of education the critical momentum of interdisciplinary theories and postcolonial art and aesthetics. The book explains that postcolonial art means artistic work engaged in the radical reassessment of center-periphery relations, produced in the crucible of colonization and its aftermath of independence and postindependence movements and struggles. It focuses attention on a number of exemplars (C. L. R. James, James Baldwin, Arnaldo Roche-Rabell, Gordon Bennett, Jean-Michel Basquiat, Wilson Harris, Toni Morrison). These exemplars offer transdisciplinary interpretations of the human condition. Following the Introduction, chapters in the book are: (1) "Art as Theory, Practice, and Reflection: The Radical Dimensions of the Postcolonial Imagination"; (2) "Postcolonial Critics and Public Intellectuals: Toward a Richer Democratic Dialogue/Redrawing the Boundaries of Disciplined Pedagogy"; (3) "Wilson Harris and the Pedagogy of the Carnivalesque"; (4) "Toni Morrison's Pedagogical Vision: History and the Ethical Dimensions of the Performative"; (5) "Three Postcolonial Painters: The Pedagogies of Bennett, Roche-Rabell, and Basquiat"; (6) "'Dangerous Crossroads' of Performance and Pedagogy in Global Youth Culture"; and (7) "Beyond Postcolonial Aesthetics: Facing Educational Challenges in the New Millennium." (Contains 180 references.) (BT)

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